



**ADMINISTRATIVE DIRECTIVE FOR THE PREVENTION AND MANAGEMENT OF CASES OF  
VIOLENCE, BULLYING AND HARASSMENT AGAINST STUDENTS**

**Date :** June 23, 2023

**1. OBJECTIVES OF THE DIRECTIVE**

This administrative directive has a dual objective, namely the establishment of principles of intervention in the face of manifestations of violence, intimidation and harassment and the establishment of principles of sanction when these situations arise.

*Conseil des écoles francsaskoises (CÉF)* does not tolerate any situation of violence, intimidation or harassment in its schools. CÉF fully assumes its educational mission and wishes to support and educate its students regarding self-respect and respect for others.

**1.1 Objectives linked to the principle of prevention:**

- 1.1.1 Promote the values of peace, self-respect, respect for others and the environment in all CÉF facilities.
- 1.1.2 Establish clear principles disapproving of all forms of violence and intimidation in CÉF facilities.
- 1.1.3 Encourage actions that prevent and promote harmonious relationships, health, and healthy lifestyles among students.
- 1.1.4 Conduct information and awareness campaigns aimed at students, employees, parents and third parties on the prevention and fight against harassment, intimidation, and violence.
- 1.1.5 Prevent harassment, bullying and violence while involving its students, employees, parents and third parties.
- 1.1.6 Combat harassment, bullying and violence.
- 1.1.7 Support victims.
- 1.1.8 Conduct annual monitoring and evaluation.

**1.2 Objectives linked to the principle of sanction:**

- 1.2.1 Establish principles for structured intervention and identify appropriate sanction principles, in compliance with the powers attributed to each of the stakeholders by laws and regulations;
- 1.2.2 Specify the guidelines to be observed in establishing consequences (sanctions) to be imposed on the students concerned;



1.2.3 Ensure the protection of the victim of harassment by quickly implementing the necessary measures.

## **2. SCOPE**

This policy applies to relationships between students, between a student and an employee, or between a student and a third party.

This directive does not apply to relationships between employees, between the employer and employees, between employees and third parties, between employers and third parties, or between third parties.

The directive applies:

- At all times, to all CÉF students, in all CÉF schools.
- When the student benefits from a service provided by the CÉF, particularly in the context of transportation to and from school, during an educational outing or during an extracurricular activity.
- In all places and all circumstances to behaviors and attitudes likely to have negative repercussions on the school climate.

## **3. LEGAL CONTEXT**

- The Education Act 1995
- Canadian Charter of Rights and Freedoms
- Saskatchewan Human Rights Code
- Criminal Code
- Administrative directive on the use of the internet and social media

## **4. DEFINITIONS**

### **4.1 Author/Perpetrator**

Person or group of persons who, by their behaviour, gestures, or words, is at the origin of the acts covered by this administrative directive. The person who participates in the acts, either by aiding or abetting, is associated with the doer of the acts.

### **4.2 Victim**

Person who suffers bodily or moral damage resulting from acts covered by this administrative directive.

### **4.3 Witness**

Person who has witnessed acts covered by this administrative directive, who is able to report them.

### **4.4 Diligence**

For the purposes of this administrative directive, it is the obligation to act as quickly as possible, with prudence and vigilance, in order to ensure that the act ceases, that the security -- both physical and psychological -- of the victim is ensured, and that there is support, as much for the victim as for the author of the act.

#### **4.5 Violence**

Any incident, in verbal, written, physical, psychological or sexual form, intentionally directed against a person having the effect of generating feelings of distress, harming, injuring or oppressing an individual by attacking his or her integrity, or their psychological or physical well-being, rights or property.

#### **4.6 Bullying**

Any behavior, word, act or gesture, deliberate or not, of a repetitive nature, expressed directly or indirectly, including in cyberspace, in a context characterized by unequal power relations between the persons concerned, having the effect of causing feelings of distress and of harming, hurting, oppressing or ostracizing. Relevant domains: religion, faith, marital status, family situation, gender, sexual orientation, disability, age, color, ancestry, nationality, place of origin, race or assigned race, welfare receipt and gender identity (Saskatchewan Human Rights Code).

#### **4.7 Cyberbullying**

Form of repetitive or non-repetitive bullying involving the use of communication technology (websites, emails, social networks, forums, instant messaging, text messages, etc.).

Any comment or behavior of a sexual nature that is known or reasonably should be known to be unwelcome is considered sexual harassment.

#### **4.8 Harassment**

Any repetitive action aimed at harming the dignity, psychological or physical health of a person; offensive, derogatory, hostile or unwanted and prohibited words or behavior. Harassment is discriminatory when it is based on a personal characteristic of the person who experiences it (for example: age, origin or gender).

The criterion of repetition does not apply when a single serious act has a harmful and continuous effect on the person who suffers it.

#### **4.9 Restorative gesture**

Consequence deemed appropriate allowing the perpetrator to repair the harm caused to the person, insofar as the victim accepts the principle and the reparative gesture. The use of this avenue stems from the assessment of the situation by the school administration.

#### **4.10 Suspension**

Temporary interruption of access to educational services provided at school for the student offender.

#### **4.11 Extension of Ineligibility**

Extension of the duration initially planned for the suspension of the pupil author.

#### **4.12 Expulsion**

Permanent interruption of all educational services provided by the school for a given school, for several given schools or for all CÉF schools for the offending student.

### **5. ROLES AND RESPONSIBILITIES**

The roles and responsibilities of CÉF, school principals, teachers and administrative staff, parents

and guardians, and students are established according to the 4 main objectives in terms of preventing and combating harassment, bullying and violence:

- a) Annual information and awareness campaigns.
- b) Prevention through increased involvement of all, with adults in the front line who share this responsibility.
- c) Support for victims and appropriate measures for perpetrators.
- d) Monitoring and evaluation.

CÉF ensures that each school offers a healthy and safe learning environment so that all students who attend can develop their full potential, free from any form of intimidation or violence. To this end, it supports its school principals in the fight against bullying and violence.

CÉF reiterates that:

- Every student has the right to education and the duty to exercise this right while respecting the rights and freedoms of others and general well-being.
- All students have the right to the respect of their rights and freedoms and a duty to respect others in matters of life, health, safety, physical and psychological integrity.
- All students have the right to evolve in a healthy, motivating, safe, peaceful living environment free from all forms of violence and intimidation, promoting the learning of skills, abilities, and healthy social relationships.
- All violence, bullying and significant behavioral issues in a school are unacceptable, harmful to the person experiencing it and to those who witness it and must be addressed appropriately.
- Any violence, intimidation and significant behavioral problems in a school must be repressed with an educational objective and as part of a process of helping and supporting students (victim, witness, perpetrator, etc.).

### **5.1 CÉF undertakes to:**

5.1.1 Prepare information sessions at the beginning of each school year for school administrators and school communities;

5.1.2 Share resources and practical information on CÉF's website.

5.1.3 Provide the resources to form a "safe school" committee in each school (composed of the school principal, the vice principal, the Student Services coordinator (or delegate) and a parent designated on the committee by the school principal).

5.1.4 Promote empathy, self-esteem, self-respect and respect for others in all CÉF facilities;

5.1.5 Regularly reaffirm these values within the CÉF, on the CÉF website and its social networks;

5.1.6 Ensure that school principals have the means to support victims, for example through psychological support;

5.1.7 Provide school principals with appropriate services for dealing with perpetrators;

- 5.1.8 Disseminate this administrative directive within its schools and head office;
- 5.1.9 Update the information concerning this administrative directive on its various platforms for publishing and disseminating information;
- 5.1.10 Pursue its training actions fostering harmonious relations with its employees;
- 5.1.11 Support school principals in the application of this administrative directive, through training and support;
- 5.1.12 Ensure active monitoring of the situation prevailing in each school, through the school's prevention plan and the results obtained by collecting data from surveys.

**5.2 The school principal undertakes to:**

- 5.2.1 Transmit the information provided by the CÉF to their school community;
- 5.2.2 Encourage their attendance and/or participation in information sessions;
- 5.2.3 Promote access to information and awareness resources on the CÉF site;
- 5.2.4 Provide parents/guardians, at the beginning of each school year or upon each registration/re-registration, with a form (paper or electronic) that contains the policies on harassment and violence, this administrative directive. Parents/guardians agree to read these policies and guidelines and sign the form.
- 5.2.5 Form a “safe school” committee in each school (composed of the school principal, the vice principal, the Student Services coordinator (or delegate) and a parent designated on the committee by the school principal).
- 5.2.6 Foster empathy, self-esteem, self-respect and respect for others in their establishment;
- 5.2.7 To support teachers and administrative staff in their prevention work;
- 5.2.8 Demonstrate by example the rules of personal and social behavior that the school expects of its students;
- 5.2.9 Support victims by offering them psychological support and any other useful measure, subject to the prior agreement of the victim and parents/guardians;
- 5.2.10 Take restorative measures for the perpetrators, e.g. psychological support, measures proportional to the seriousness of the act;
- 5.2.11 Support, depending on the nature and circumstances of the complaint, and following the internal investigation, the willingness of the parties to initiate mediation with a view to achieving certain objectives;

- 5.2.12 Establish a committee responsible for drafting and implementing the school bullying prevention plan. This committee must take into account the targets and means contained in the school's continuous improvement plan in the development of the prevention plan;
- 5.2.13 Write, in collaboration with the members of the bullying prevention plan committee, the school's annual plan;
- 5.2.14 Submit to senior management, on the date submitted by the latter, the duly completed prevention plan;
- 5.2.15 Ensure that each staff member and each student is familiar with this directive and the bullying prevention plan;
- 5.2.16 Ensure that the parents of the students have received a copy of this directive and the prevention plan;
- 5.2.17 Put in place response and support mechanisms adapted to the reported situation;
- 5.2.18 Deal diligently with each situation or complaint brought to their attention.

### **5.3 CÉF staff undertake to:**

- 5.3.1 Obtain information through knowledge and awareness sessions;
- 5.3.2 Be able to access additional resources on CÉF's website;
- 5.3.3 Inform students of their rights and obligations regarding issues of bullying, harassment and violence;
- 5.3.4 Foster empathy, self-esteem, self-respect and respect for others among students;
- 5.3.5 Demonstrate by example the rules of personal and social behavior that the school expects of its students;
- 5.3.6 Discuss bullying, harassment and violence with all classes so that each student learns about the harm done to both the victimized student and the perpetrator;
- 5.3.7 Emphasize the importance of telling a teacher about bullying, harassment and violence when it happens;
- 5.3.8 Choose balanced groups for students, to include child victims, and separate groups of aggressive children;
- 5.3.9 Become familiar with the administrative directive and the prevention plan;
- 5.3.10 Deal diligently and seriously with any situation brought to their attention by students or parents regarding bullying, violence or harassment;

5.3.11 Watch for signs of distress or other behavioral manifestations that may lead to suspect the presence of bullying, violence or harassment in a student;

5.3.12 Communicate, without delay, to the school principal, any situation covered by this administrative directive;

5.3.13 Implement the actions identified in the continuous improvement plan and in the prevention plan to counter bullying;

5.3.14 Promote the values of peace, respect and caring in their interactions.

#### **5.4 Students undertake to:**

5.4.1 Read at the beginning of each school year or at each registration / re-registration, the policies on harassment and violence listed in this administrative directive;

5.4.2 Respect and promote CÉF's and the school's values in matters of interpersonal relations;

5.4.3 Respect the elements of this administrative directive, among other things by adopting respectful and caring behavior at all times;

5.4.4 Inform an adult in the school of any situation involving bullying, harassment and violence that they witness;

5.4.5 Avoid all types of intimidation, harassment and violence;

5.4.6 Intervene to help any student who is the victim of bullying, harassment and violence, unless it is dangerous to do so;

5.4.7 Also intervene by speaking with empathy and respect to the victim, as well as speaking with a teacher, administrative staff or management so that the acts of intimidation, harassment and violence become known to adults and stop.

#### **5.5 Parents and guardians undertake to:**

5.5.1 Watch for signs of distress or unusual behavior in their children, which could be a symptom of bullying, harassment or violence;

5.5.2 Monitor their children for signs that indicate behavior that may suggest bullying, harassment or violence;

5.5.3 Talk to their children and tell them not to engage in bullying, harassment and violence;

5.5.4 Proactively deal with any bullying, harassing and violent behavior that their children may engage in.

## **6. MEASURES RELATED TO PREVENTION**

CÉF and its schools develop -- in collaboration with the community -- means to prevent violence and bullying and make sure to promote healthy and peaceful attitudes and behaviors in the school environment.

CÉF and its schools collaborate and support the efforts of people and organizations, both internal and external, who work to maintain and improve a healthy, motivating, safe, peaceful climate free from all forms of violence and bullying in the school environment.

### **6.1 Prevention plan**

To this end, all schools adopt a prevention plan. The main purpose of this plan is to prevent and counter all forms of bullying and violence against a student.

The bullying and violence prevention plan must include:

- Preventive measures aimed at countering any form of intimidation or violence motivated by racism, sexual orientation, sexual identity, homophobia, a handicap, or a physical characteristic.
- Measures aimed at fostering the collaboration of parents in the fight against bullying and violence and the establishment of a healthy and safe learning environment.

## **7. SANCTION RELATED MEASURES**

The school is the first responsible for interventions leading to sanctions in answer to violence, intimidation and harassment shown by a student.

### **7.1 Report and complaint**

The complaint is formal.

It usually comes from the victim, his or her parents, or a witness. The complainant usually states his expectations and expects that a personalized follow-up will be granted to him regarding the steps taken. The complaint is addressed to a person in authority (principal or vice principal).

The report can be made by means of a report ticket or addressed verbally to a staff member.

Filing a complaint making false accusations will be considered an act of intimidation, harassment or violence and will be treated as such.

### **7.2 Respond diligently**

When a student who is a minor exhibits violent or intimidating behavior, the school principal must inform the parents, offer the relevant support and support services to the student.

The school principal must intervene within 24 hours of receiving the complaint.

### **7.3 Duty to investigate**



The principal must proceed with analysis of the situation. To do this, the school principal takes reasonable means to collect the comments of the alleged author and of other people likely to have relevant information. He receives and collects the information he deems appropriate. He must assess the credibility of the people involved and the comments. Management should keep detailed records of interviews conducted and facts gathered.

The school principal can decide, if a student does not fulfill his obligations, to set up a committee of stakeholders who will assist him in identifying the actions to be taken about the situation that poses a challenge. The principal should refer to the provisions of the Education Act (1995) of the province.

#### **7.4 Respect for rights and freedoms**

In its interventions, CÉF or the principle ensures respect for the rights and freedoms of individuals, particularly in the context of searches, searches and seizures, which must be carried out in accordance with case law.

The people involved in the file are required to report any situation of conflict of interest, of links with the people involved which would call into question their impartiality. They then have the duty to withdraw from the case.

#### **7.5 Follow-ups**

Any sanction must pursue an educational or safety objective and the school must offer educational and psychosocial support to the suspended student.

During a period of suspension, the student retains his right to sit for an exam, or to benefit from a retake of an exam, according to the procedures to be determined by the school principal. Expulsion remains an exceptional measure of last resort.

Support or supervision must also be offered to the victim and/or witness to an act of intimidation or violence.

Communication with the parents or guardians of the student must be ensured by the school principal.

### **8. PENALTY**

#### **8.1 General principles**

CÉF and its schools deter with an appropriate sanction all violent, intimidating or harassing attitudes and behavior.

Given the educational nature of CÉF's mission, interventions promoting a restorative gesture are a preferred approach.

However, the nature of the gesture or the repetition of an act of intimidation, harassment or violence will inevitably lead to more severe sanctions.

The school principal may also request that one or other of the sanctions provided for in this administrative directive be applied, namely:

- Suspension.
- The extension of the suspension.
- A school transfer.
- Expulsion from the CÉF school or schools.

The length of the suspension is determined based on the seriousness of the situation and the student's history of reoffending. The requirements in the Education Act (1995) for suspension or expulsion must be complied with.

## **9. COMPLAINT AND REVIEW OF DECISION**

Any decision taken under the *Code de vie* or the rules for the operation of schools or this administrative directive regarding a student may be the subject of a complaint to the director of education or his delegate, who will deal with it according to the procedure for disputes between parents and school.

## **10. INTERNAL INVESTIGATION**

The filing of a complaint triggers an internal investigation which may be conducted either by the school principal or by an investigation committee made up of the “safe school” team (normally made up of the principal, the vice principal of the school, the Students Services coordinator (or delegate) and a parent designated on the committee by the principal).

The principal and/or members of the committee having a conflict of interest with the victim and/or the perpetrator must declare it as soon as the complaint is read and be replaced by other staff members.

The Investigation Committee is committed to investigating the allegations in the Complaint as quickly as possible.

## **11. RESPONSIBILITY FOR APPLICATION**

The director of education is responsible for the application of this administrative directive.

The principal is responsible for the application of this administrative directive in his or her school.

The Student Services coordinator (or delegate) is responsible for the application of this administrative directive in all CÉF schools when it comes to the application of a sanction including suspension or expulsion from a school or CÉF schools.

## **12. UPDATE**

The directive is reviewed annually.

## **13. TRANSLATION AND PUBLICATION**

This directive must be approved at the same time in its two versions, in French and in English, by *Conseil scolaire fransaskois* (CSF).

It must be published online in French and in English on CÉF's website, within 7 days of its approval.

#### **14. ENTRY INTO FORCE**

Coming into force on the day of adoption of this administrative directive by *Conseil scolaire fransaskois* (CSF).